The Influence of the CoComelon Songs in Vocabulary Mastery at 4th Grade Students of SDN Runggu

Nurmahdania*, Annisah , Ika Irawati
STKIP Taman Siswa Bima, Bima, Indonesia

*Coresponding Author: daniahannan3@gmail.com

Abstract: The presence of the CoComelon channel has brought several positive impacts, especially through its English songs that help increase children's interest in learning the English language. This study was conducted to measure the effectiveness of CoComelon songs in English language learning, particularly in vocabulary mastery among fourth-grade students at SDN Runggu, Indonesia. In this research, the researcher applied a pre-experimental method using a quantitative approach. The subjects of the study were fourth-grade elementary school students aged between 10 and 11 years old. The students listened to and learned English vocabulary through selected CoComelon songs as part of the learning material. The main focus of this study is how CoComelon songs affect the English language skills of elementary school students at SDN Runggu, particularly in vocabulary usage. Data were collected through four stages: pre-test, treatment, post-test, and data analysis. The design used in this study was a one-group post-test design. The results of this study indicate that the use of CoComelon songs in the learning process is effective in improving vocabulary mastery among fourth-grade students at SDN Runggu.

Keywords: CoComelon songs; English; Vocabulary mastery;

Abstract: Kehadiran channel CoComelon telah membawa beberapa dampak positif, khususnya melalui lagu-lagu bahasa Inggrisnya yang membantu meningkatkan minat anak-anak dalam mempelajari bahasa Inggris. Penelitian ini dilakukan untuk mengukur efektivitas lagu CoComelon dalam pembelajaran bahasa Inggris, khususnya penguasaan kosakata siswa kelas 4 SD di SDN Runggu, Indonesia. Pada penelitian ini Peneliti menerapkan metode pra-eksperimental dengan menggunakan pendekatan kuantitatif dalam penelitian. Subjek penelitian adalah siswa sekolah dasar kelas empat yang berusia antara 10 dan 11 tahun. Siswa mendengarkan dan mempelajari kosakata bahasa Inggris melalui lagu-lagu CoComelon terpilih sebagai bagian dari materi pembelajaran. Fokus utama dalam penelitian ini adalah bagaimana lagu CoComelon terhadap keterampilan bahasa inggris siswa sekolah dasar SDN Runggu khususnya dalam penggunaan vocabulary. Data dikumpulkan melalui empat tahap: pre-test, treatment, post-test, dan analisis data. Desain yang digunakan dalam penelitian ini adalah one-group post-test design. Hasil dari penelitian ini menunjukkan bahwa penggunaan lagu CoComelon pada proses pembelajaran pada siswa merupakan hal yang efektif untuk meningkatkan penguasaan vocabulary pada siswa kelas 4 SDN Runggu.

Keywords : CoComelon songs; English; Vocabulary mastery

INTRODUCTION

English has a very useful role to be used in the fields of communication, education, and global business because this language is one of the international languages Sari et al., (2024). Meanwhile, according to Solikah, (2025) Vocabulary deficiency is one of the main obstacles to students' ability to speak English. This

causes students to struggle to express themselves fluently and clearly, impacting their communication skills, including listening, reading, and writing. In this digital era, media and technology play an increasingly important role in the learning process, including English language learning at the elementary school level. One rapidly growing phenomenon is the use of video platforms such as YouTube, which provide various educational content for children. One of the most popular programs is CoComelon, a channel that presents educational songs for children with engaging and easily digestible themes. Citing Ratminingsih, (2016) who stated that songs can create a fun learning atmosphere, providing enjoyment not only for capable students but also for those who struggle, ultimately leading to improved learning outcomes. Additionally, the appeal of this channel has been proven to significantly attract children's interest, encouraging them to engage with content that offers various songs designed to foster enjoyable interactions. English is an international language that is used as a unifying language for various countries in the world, therefore English has a very influential role in supporting a person's future. According to Ulumudin et al., (2023) English is an international language recognized by the world, not a few developed countries use English as a language of instruction, daily conversation, activity reports, conferences, business, diplomacy, politics, education and others. Meanwhile, according to Sulaiman & Akidah, (2021) English at the basic level aims to enable students to develop communication competencies and have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society. Thus, English language proficiency not only supports academic success, but also prepares individuals to face challenges in the professional world. Therefore, English language education needs to be improved so that students can be better prepared to face global developments.

This phenomenon is also observed among students at SDN Runggu, where children have shown a keen interest in listening to English songs, particularly those featured on the CoComelon YouTube channel. When children listen to CoComelon songs, they feel relaxed and happy while learning, demonstrating that music can facilitate the learning process for elementary school students by reducing boredom and fatigue when studying English. This study aligns with previous research conducted by Hayati et al., (2021) Their research found that the vocabulary proficiency of respondents children aged 4-6 in Karang Tengah Village who learned English through the CoComelon YouTube channel had an average score of 87.7%, categorized as excellent. The study further demonstrated that CoComelon can serve as an effective medium for introducing English vocabulary to children, with an average usage score of 61.6, categorized as good. Therefore, this research aims to utilize CoComelon songs as a learning medium to observe improvements in students' English learning outcomes and research was conducted by Putri DWCD et al., (2024) In the beginning of this study explained some of the things they found, such as low student proficiency and still a lot of work they have to take to complete and one of the solutions is the use of visual aids. The use of visual aids in teaching vocabulary makes it easier for students to understand and memorize the topics presented, and increases their interest in learning vocabulary. This study involved students in grade 3 of SDN 4 Penganjuan, Banyuwangi. This study revealed that Based on the results of the study and discussion, it can be concluded that the application of the CoComelon YouTube channel can improve students' vocabulary effectively and significantly, in addition, the CoComelon YouTube channel is a media that can

attract students' interest in learning in a fun way without fear or difficulty in learning, so the researcher concluded that the implementation of English learning in grade 3 at SDN 4 Penganjuran recommendations was successful. It can be said that improving vocabulary in students using the CoComelon YouTube channel is very effective to use in the learning process. Although previous studies focused on early childhood or third-grade students, this research introduces a new context and participant group fourth-grade students at SDN Runggu. Unlike earlier studies, this research employs a quantitative one-group pretest-posttest design to measure the specific impact of CoComelon songs on vocabulary acquisition in a real classroom setting. In addition to exploring student interest, it also provides empirical data on vocabulary improvement, thereby making a significant contribution to the existing literature. By targeting a slightly older age group and using a measurable intervention approach, this study aims to fill gaps in previous research and offer practical insights for English language learning strategies in elementary schools.

According to Handayani, (2024) Vocabulary mastery is one of the basic components for mastering English as a foreign language at basic, intermediate, and advanced levels. Vocabulary mastery becomes aspect important because related with skills speak, good in reading, writing, speaking, and listening ability this no only covers understanding the meaning of words, but also the use of words in proper context. Therefore, understanding the use of vocabulary in context is very important to help students comprehend each discussion in line with the context of their learning. This aligns with Tasya et al., (2025) which states that contextual understanding is necessary to ensure that the chosen answers are relevant to the overall context. From That students who have good vocabulary mastery tend more easy understand text, compose sentence with right, and communicate in a way effective. On the contrary, limitations vocabulary can hinder ability speak someone, good in understanding and also production English language. Maili, (2018) stated that Essentially, English in elementary schools should continue to be taught, despite the challenges in its implementation. Meanwhile, according to Sondakh & Sya, (2022) "English is taught in elementary schools as a foundation for higher education. Based on this interest, English subjects should be implemented from primary education. However, in practice, students often struggle with vocabulary comprehension when learning English." It can be concluded that learning English is crucial at the elementary school level since students generally need a basic understanding of the language, which will serve as a foundation for continuing their education at the secondary level and beyond.

Based on the results of a pre-observation conducted at SDN Runggu in March 2025, it was found that the English vocabulary mastery of fourth-grade students was still relatively low. Out of a total of 29 students observed, 18 were unable to master basic English vocabulary such as numbers, colors, names of objects, and daily activities. They could only mention a limited number of words and often had difficulty remembering and using them in simple contexts. In addition, the students showed a lack of enthusiasm during the learning process, especially when the teacher used lecture-based or rote memorization methods. The English teacher also reported that most students quickly forgot the vocabulary that had been previously taught and lacked the motivation to participate actively in the lessons.

This condition indicates that the low learning interest and the use of less engaging teaching methods are the main factors contributing to the students' weak

vocabulary mastery. Indirectly, this negatively affects their overall English language skills, both in speaking and writing. Therefore, there is a need for a more interactive, enjoyable, and age-appropriate learning medium to make vocabulary instruction more effective, engaging, and easier for students to absorb. The researcher also conducted informal observations in class and found that students appeared more interested when the lessons were accompanied by audiovisual media such as songs or animated videos. This suggests that entertaining yet educational media can increase student engagement in learning. One such relevant and popular medium among children is CoComelon songs. With cheerful melodies, word repetition, and the use of everyday vocabulary, CoComelon has strong potential to enhance students' English vocabulary mastery in an enjoyable way.

Based on the results of this pre-observation, teaching English to children has become a significant challenge due to their low interest in learning, particularly in mastering English vocabulary. This lack of interest affects the development of their vocabulary, making it difficult for teachers to achieve learning objectives. To address this issue, teachers are encouraged to use engaging and age-appropriate media. One such medium is CoComelon songs, which based on their characteristics, such as repetitive, rhythmic, and contextual use of language have the potential to improve children's English vocabulary mastery. According Wahyu Dewi Pratiwi, (2023) The use of children's songs to learn English shows that songs can motivate children's enthusiasm for learning English because learning is fun and does not feel stiff. With the existence of this developing technology, English learning which was initially boring for students can be interesting, namely the use of the youtube channel CoComelon song as a learning medium CoComelon is an educational program that is very popular among children, especially for early childhood. This program combines music, animation and a simple story that is fun and easy to understand. The songs in CoComelon generally contain basic vocabulary that is very relevant for children, such as names of objects, numbers, colors and daily activity (for example, eating, sleeping, bathing).

THE TEORETICAL STUDY

In this digital era, media and technology play an increasingly important role in the learning process, including English language learning at the elementary school level. One rapidly growing phenomenon is the use of video platforms such as YouTube, which provide various educational content for children. One of the most popular programs is CoComelon, a channel that presents educational songs for children with engaging and easily digestible themes. Additionally, the appeal of this channel has been proven to significantly attract children's interest, encouraging them to watch content that offers various songs designed to engage them in enjoyable interactions. This phenomenon also applies to children in Runggu SDN Runggu. They have shown a keen interest in listening to English songs, particularly children's songs featured on the CoComelon YouTube channel. When children listen to CoComelon songs, they feel relaxed and happy while learning, proving that music can aid the learning process for elementary school students by reducing feelings of boredom and fatigue when studying English.This study aligns with previous research conducted by Hayati et al., (2021). The researchers found that the vocabulary proficiency of respondents, specifically children aged 4–6 in Karang Tengah Village

who learned English through the CoComelon YouTube Channel, had an average score of 87.7%, categorized as excellent. The study further demonstrated that CoComelon can be used as a medium for introducing English vocabulary to children, with an average usage score of 61.6, categorized as good. Therefore, this research aims to utilize CoComelon songs as a learning medium to observe improvements in students' English learning outcomes.

Therefore, this research aims to utilize CoComelon songs as a learning medium to observe improvements in students' English learning outcomes and research was conducted by Dinda Widya Castrena Dharma Putri et al., (2024) In the beginning of this study explained some of the things they found, such as low student proficiency and still a lot of work they have to take to complete and one of the solutions is the use of visual aids. The use of visual aids in teaching vocabulary makes it easier for students to understand and memorize the topics presented, and increases their interest in learning vocabulary. This study involved students in grade 3 of SDN 4 Penganjuan, Banyuwangi. This study revealed that Based on the results of the study and discussion, it can be concluded that the application of the CoComelon YouTube channel can improve students' vocabulary effectively and significantly, in addition, the CoComelon YouTube channel is a media that can attract students' interest in learning in a fun way without fear or difficulty in learning, so the researcher concluded that the implementation of English learning in grade 3 at SDN 4 Penganjuran recommendations was successful. It can be said that improving vocabulary in students using the CoComelon YouTube channel is very effective to use in the learning process.

RESEARCH METHODS

Research Design

Quoted from the article by Oktavia et al., (2019) A pre-experimental study results in a dependent variable that is not only influenced by the independent variable. It can be stated that the pre-experimental method is a research design that involves only one group or class, where a test is administered before and after treatment to the students who are selected as the sample. This study uses only one group, namely the experimental group, without involving a comparison group or control group. This study employs a one-group post-test design, which is conducted with a single group chosen purposively, without conducting stability and clarity tests before the treatment is given to the group. This study employs a quantitative approach using a pre-experimental design of the one-group pretest-posttest type. This design was chosen to measure the influence of using CoComelon songs on students' English vocabulary mastery.

Participants

According Subhaktiyasa,(2024) Population and sample are two fundamental concepts that are the core of drawing valid and generalizable conclusions or providing in-depth understanding. This statement is in line with Candra Susanto et al., (2024) said that the research population refers to all units of analysis that have identical characteristics or have a meaningful relationship with the research issue. As cited in the journal by Mohammad Faizal Amir, (2015) referring to Arikunto

(2006:131), a sample is a portion of subjects or representatives of the population being studied. Furthermore, in the same journal, Mohammad Faizal Amir, (2015) also cites Sugiyono (2013:124), stating that if all members of the population are used as the sample, the sampling technique applied is called saturated sampling.

The population in this study was all 4 grade elementary school students at SDN Runggu, totaling around 29 students. These students were chosen because they had started learning English at a basic level and were expected to be able to respond to the vocabulary material presented through the CoComelon song. The sample in this study was 29 participants, with the Eksperimen Group 29 participants will be listens the CoComelon songs as a treatments for students. In this research the population will be as a sample eksperiment in this research. Sample of the resacher Study This only use One group, namely group experiment without involving group comparator or group control. Study This using one group post-test design, namely research conducted only by One selected group purposively without involving test stability And test clarity before group the given treatment. Design study pre-post experiment One group can measured with do a pre-test before given treatment in research, post-test was conducted after treatment done on every series learning, with thus results treatment can obtained more accurate.

Data Collection

According to Janna & Herianto, (2021) draft test validity And reliability with using SPSS Validity test is a test that functions to see whether a measuring instrument is valid or not valid" to collect data, this study used a fill-in-the-blanks vocabulary test designed to assess students' English vocabulary mastery before and after the treatment. Prior to testing, the instrument was validated and tested for reliability using SPSS According to Alfiatunnisa et al., (2022) testing the validity of an instrument is carried out to find out to what extent the instrument can measure what should be measured. quoted from the journal of Mohammad Faizal Amir, (2015)according to Arikunto (2006:223) to measure the presence or absence and extent of the ability of the object being studied, a test is used. Data collection was conducted through a pre-test before the treatment and a post-test after students had listened to the CoComelon songs.

Data Analysis

As cited in a journal by maryaningsih, (2023) Sugiyono (2009:224) states that data collection techniques are the most strategic step in research because the main objective of research is to obtain actual and accurate data. Therefore, the data collected from the pre-test and post-test results were analyzed using the statistical software SPSS version 25. The validity and reliability of the instruments were tested in advance to ensure the quality of the data. To test the hypothesis, a one-sample t-test was conducted to determine whether there was a significant difference between the pre-test and post-test results. The hypothesis was tested at a 0.05 significance level. The null hypothesis (H_0) stated that there was no significant difference between the pre-test and post-test results, while the alternative hypothesis (H_1) stated that there was a significant difference. H_0 was accepted if the Sig. value was greater than 0.05, and H_1 was accepted if the Sig. value was less than 0.05.

RESULTS AND DISCUSSION

Results and Discussuion

The distribution of the frequency table in the pre-test and post-test provides a clear picture of the research flow in the pre-test activity of 29 participants from class 4 of SDN Runggu in the data collection stage before carrying out treatment. In this activity, students get a minimum score of 10-70 or with an average score obtained by participants of 41.38% in the initial activity. This shows that the basic abilities of students before being given treatment indicate that the basic knowledge of participants in English is relatively good. Of the 29 participants who took the pre-test activity, the calculated score was

Table 1. student assessment Pre test scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	7	24.1	24.1	24.1
	20	4	13.8	13.8	37.9
	40	4	13.8	13.8	51.7
	50	5	17.2	17.2	69.0
	60	2	6.9	6.9	75.9
	70	4	13.8	13.8	89.7
	80	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

Based on the frequency distribution table of pre-test scores, it is evident that the majority of students obtained relatively low scores. Most students (24.1%) scored 10, while only a small portion achieved higher scores, such as 70 (13.8%) and 80 (10.3%). This suggests that students' initial mastery of English vocabulary was generally low prior to the intervention. The distribution of scores, which tends to be concentrated in the low to moderate range (10 to 50), indicates the need for an effective instructional intervention to enhance students' vocabulary acquisition. Out of a total of 29 respondents, approximately 24.1% received the lowest score, and cumulatively, 69% of students scored 50 or below. This finding serves as a critical baseline for evaluating the effectiveness of the instructional method to be implemented. It highlights the importance of adopting appropriate learning strategies to address students' initial deficiencies and improve their language proficiency.

Like with the post-test participant activity which also involved the same 29 participants without any missing data, from the calculation results carried out after receiving treatment showed a minimum score of 20-90 obtained by participants in the post-test activity. In this activity, the values often obtained by participants were 80 and 70 and in this activity participants showed a significant increase from the previous pre-test activity, namely 22.07%.

Table 2. student assessment Post test scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	4	13.8	13.8	13.8
	30	1	3.4	3.4	17.2
	40	2	6.9	6.9	24.1
	50	2	6.9	6.9	31.0
	60	1	3.4	3.4	34.5
	70	6	20.7	20.7	55.2

80	10	34.5	34.5	89.7
90	3	10.3	10.3	100.0
Total	29	100.0	100.0	

The post-test results indicate that a majority of students achieved high scores, with 34.5% obtaining a score of 80, followed by 20.7% scoring 70, and 10.3% scoring 90. This distribution suggests that most students attained satisfactory learning outcomes after the intervention. Conversely, only a small number of students received low scores. Scores of 20, 30, 40, 50, and 60 were recorded with relatively low frequencies, ranging between 3.4% and 13.8%. Notably, 89.7% of the students achieved scores of 70 or higher, reflecting a marked improvement in their comprehension and mastery of the material following the intervention. Meanwhile, only 10.3% of students scored below 70, indicating that a small proportion continued to experience difficulties.

The overall pattern of the post-test score distribution, characterized by the predominance of higher scores, demonstrates a substantial enhancement in students' understanding of the subject matter. These findings suggest that the implemented treatment namely, the use of CoComelon songs as a learning medium may be considered an effective approach to improving students' academic performance and content mastery. The average score for the post-test activity conducted by the participants was 41.38%, with a total of 29 participants and no missing data. Meanwhile, the average score obtained by the participants after receiving the treatment, based on data collected during the subsequent post-test activity, was 63.35%. This test was conducted with the same 29 participants from the initial post-test phase of the study, and there was no missing data

**Table 3**. student mean assessment Post and pre test

		Nilai pre test	Nilai post test
Mean in Post and Pre-Test			
N	Valid	29	29
	Missing	0	0
Mean		41.38	63.45

Based on the calculation of the average pre-test and post-test scores, there was an improvement in students' learning outcomes after the treatment was administered. The average pre-test score was 41.38, while the average post-test score increased to 63.45. This increase reflects a positive development in students' mastery of the material following the learning intervention. The rise in the average score indicates that the treatment helped students understand the material more effectively. The significant difference in scores suggests that students experienced a clear improvement in their abilities from before to after the treatment. Therefore, it can be concluded that the learning method using CoComelon songs has the potential to be effective in improving students' learning outcomes.

As shown in the diagram below, the differences in scores between the pre-test and post-test activities carried out by the students illustrate the variation in individual performance before and after receiving the treatment. The following diagram provides an overview of the assessment results of fourth-grade students at SD Runggu.
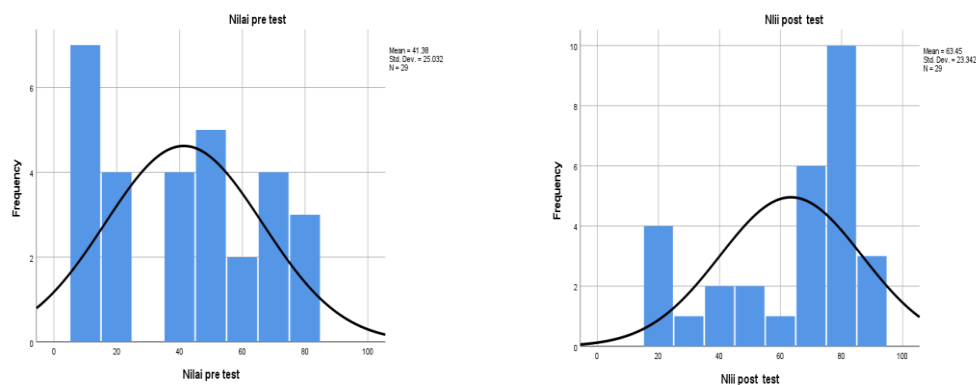
Diagram 1. Students' Pre-Test and Post-Test Scores.

Based on the histogram of students' pre-test and post-test scores, there was a significant improvement in learning outcomes after the treatment was administered. In the pre-test diagram, most students obtained low scores, with an average score of 70.25 and a distribution that was skewed to the left. This indicates that prior to the treatment, students' mastery of the material was relatively low and uneven. After receiving the treatment, the post-test results showed a shift in the score distribution toward higher values. The average score increased to 80.83, with a more normal distribution concentrated around higher scores.

Most students scored between 80 and 100, reflecting an overall improvement in learning abilities. Thus, it can be concluded that the treatment had a positive impact on students' learning outcomes. The increase in the average score and the improved distribution in the post-test results demonstrate that the applied teaching method significantly enhanced students' mastery of the material.

Table 4. One-sample t-test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Hasil belajar siswa	,266	29	<,001	,830	29	<,001

Based on the results of data analysis and the interpretation of the findings, it can be concluded that there was a significant improvement in students' mastery of English vocabulary after the intervention using CoComelon songs. This is evident from the increase in the average score from the pre-test to the post-test, where the average score rose from 41.38 to 63.45. This improvement reflects positive progress in students' understanding and mastery of the material after the treatment was applied. The frequency distribution analysis further supports this conclusion. In the pre-test, the majority of students scored low, with 69% of students scoring 50 or below, indicating low initial vocabulary mastery. In contrast, the post-test results showed a significant shift, with 89.7% of students scoring 70 or above, and a score of 80 being the most frequently obtained (34.5%). This indicates that most students experienced a notable improvement in their vocabulary mastery.

The results of the hypothesis testing showed that the use of CoComelon songs as a learning medium had a significant effect on the English vocabulary mastery of fourth-grade students at SDN Runggu. The significance value obtained ($p < 0.001$) strongly supports the effectiveness of the treatment, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). This

confirms that there was a meaningful difference in students' vocabulary mastery before and after the use of CoComelon songs. The improvement observed in the post-test scores suggests that the integration of audiovisual elements such as music into English language learning can effectively enhance student engagement and vocabulary retention. CoComelon songs, with their repetitive structure, easy-to-understand contextual language, and cheerful melodies, support students' cognitive processes and memory, making it easier for them to absorb and recall new words. This finding is in line with previous research conducted by Wahyu Dewi Pratiwi, (2023) The use of children's songs to learn English shows that songs can motivate children's enthusiasm for learning English because learning is fun and does not feel stiff. With the existence of this developing technology, English learning which was initially boring for students can be interesting, namely the use of the youtube channel CoComelon song as a learning medium CoComelon is an educational program that is very popular among children, especially for early childhood.

The qualitative changes observed during the treatment such as increased student motivation, active participation, and enthusiasm for learning also support the conclusion that CoComelon songs have a positive impact not only on academic outcomes but also on classroom dynamics. Students became more responsive and more enthusiastic about participating in learning activities. These findings provide an additional alternative for educators seeking to implement innovative methods in teaching English vocabulary at the elementary level. However, it should be noted that this study was limited to one group and conducted over a short period of time. Further research is recommended to explore the long-term impact of using CoComelon or similar media, as well as to examine its effectiveness in other language skills (such as listening and speaking) and in different educational contexts.

CONCLUSION

Based on the results of data analysis and the interpretation of the findings, it can be concluded that there was a significant improvement in students' mastery of English vocabulary after the intervention using CoComelon songs. This is evident from the increase in the average score from the pre-test to the post-test, where the average score rose from 41.38 to 63.45. This improvement reflects positive progress in students' understanding and mastery of the material after the treatment was applied. The frequency distribution analysis further supports this conclusion. In the pre-test, the majority of students scored low, with 69% of students scoring 50 or below, indicating low initial vocabulary mastery. In contrast, the post-test results showed a significant shift, with 89.7% of students scoring 70 or above, and a score of 80 being the most frequently obtained (34.5%). This indicates that most students experienced a notable improvement in their vocabulary mastery. The hypothesis testing showed that the difference between the pre-test and post-test results was statistically significant.

The significance value obtained was less than 0.001, far below the 0.05 threshold. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted, meaning that the treatment had a significant impact on students' learning outcomes. In conclusion, the use of CoComelon songs as a teaching medium has proven to be an effective strategy for enhancing students' learning outcomes, particularly in the area of English vocabulary mastery. These findings not only show

a quantitative improvement but also reflect a qualitative change in students' learning achievements. Further research is recommended to explore the long-term effects of this method and its application to other language skills or in different educational contexts. The conclusion of this study indicates a significant difference based on the results of the one-sample t-test for normality, with a significance level of < .001. This shows that H_0 is smaller than H_1, indicating a statistically significant difference in the study conducted by the researcher. Therefore, it can be concluded that the use of CoComelon songs in the learning process of students at SDN Runggu had an impact on their learning outcomes, with the initial average score of 41.38% increasing to 63.45%.

BIBLIOGRAPHY

Alfiatunnisa, E., Zulfah Khairunnisa, H., Hayati, S., & Listya Maulida, V. (2022). Uji Validitas Dan Reliabilitas Terhadap Kemandirian Siswa Sekolah Dasar Kelas 1. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, *3*(2), 29–36. https://doi.org/10.56806/jh.v3i2.81

Amir, M. F. (2015). Pengaruh Pembelajaran Konsektual terhadap Kemampuan Pemecahan Masalah Matematika Siswa Sekolah Dasar. *Prosiding Seminar Nasional Pendidikan: Tema "Peningkatan Kualitas Peserta Didik Melalui Implementasi Pembelajaran Abad 21"*, *2011*, 34–42.

Candra Susanto, P., Ulfah Arini, D., Yuntina, L., Panatap Soehaditama, J., & Nuraeni, N. (2024). Konsep Penelitian Kuantitatif: Populasi, Sampel, dan Analisis Data (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisplin*, *3*(1), 1–12. https://doi.org/10.38035/jim.v3i1.504

Dinda Widya Castrena Dharma Putri, Moch. Ardi Setyawan, & Rizki Nurfida Pambayun. (2024). Improving Students' Vocabularies in 3Rd Grade of Elementary School Penganjuran 4 Using Cocomelon Youtube Channel. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, *8*(1), 434–443. https://doi.org/10.36526/santhet.v8i1.3679

Handayani, E. (2024). Penguasaan Kosa Kata Bahasa Inggris Peserta Didik Di Sekolah Dasar. *Karimah Tauhid*, *3*(1), 771–781. https://doi.org/10.30997/karimahtauhid.v3i1.7903

Hayati, M., Rahimia, R. F., & Akhlak, F. K. (2021). Pemanfaatan Youtube Channel Cocomelon Sebagai. *Wiyatamandala : Jurnal Pendidikan Dan Pengajaran*, *5*(1), 14–26.

Janna, N. M., & Herianto. (2021). Artikel Statistik yang Benar. *Jurnal Darul Dakwah Wal-Irsyad (DDI)*, *18210047*, 1–12.

Maili, S. N. (2018). Bahasa Inggris Pada Sekolah Dasar. *Jurnal Pendidikan Unsika*, *6*(1), 23–28.

Maryaningsih, R. (2023). Analisis Kesalahan Siswa Dalam Menulis Kata Baku Dan Tidak Baku Pada Mata Pelajaran Bahasa Indonesia. *MEMACE: Jurnal Linguistik, Pendidikan Bahasa Indonesia, Dan Asing*, *1*(2), 55–59. https://doi.org/10.55681/memace.v1i2.947

Oktavia, M., Prasasty, A. T., & Isroyati. (2019). Uji Normalitas Gain untuk Pemantapan dan Modul dengan One Group Pre and Post Test. *Simposium Nasional Ilmiah Dengan Tema: (Peningkatan Kualitas Publikasi Ilmiah Melalui Hasil Riset Dan Pengabdian Kepada Masyarakat)*, *November*, 596–601. https://doi.org/10.30998/simponi.v0i0.439

Ratminingsih, N. M. (2016). Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi Di Kelas Lima Sekolah Dasar. *JPI (Jurnal Pendidikan Indonesia)*, *5*(1), 27. https://doi.org/10.23887/jpi-undiksha.v5i1.8292

Sari, N. N. K., Maulida, Z. P., & Salmawati, A. (2024). Pentingnya Bahasa Inggris Pada Era Globalisasi. *Karimah Tauhid*, *3*(3), 3685–3692. https://doi.org/10.30997/karimahtauhid.v3i3.12571

Solikah, U. (2025). *Willingness to communicate in English : A case study in the Indonesian EFL context*. *12*(1), 1–12.

Sondakh, D. C., & Sya, M. F. (2022). Kesulitan Pembelajaran Kosakata Bahasa Inggris Tingkat Sekolah Dasar. *Karimah Tauhid*, *1*(3), 346–351.

Subhaktiyasa, P. G. (2024). *Menentukan Populasi dan Sampel : Pendekatan Metodologi Penelitian Kuantitatif dan Kualitatif*. *9*, 2721–2731.

Sulaiman, R., & Akidah, I. (2021). Pembelajaran Bahasa Inggris Menggunakan Media Flash Card Pada TPA Masjid Baitul Maqdis. *Madaniya*, *2*(3), 242–252. https://doi.org/10.53696/27214834.84

Tasya, L., Simanullang, L., Ashari, E., Sinaga, J. B., & Edi, W. (2025). *Inferential questions in English textbook : A case study*. *12*(1), 13–24.

Ulumudin, I., Herdiyana, R., & Nurfatimah, N. (2023). Pentingnya strategi pembelajaran vocabulary bahasa Inggris pada usia dini. *Banun: Jurnal Pendidikan Islam Anak Usia Dini*, *1*(2), 21–26.

Wahyu Dewi Pratiwi. (2023). The Effectiveness Of Kids Song In Understanding Vocabulary To Improve Students' Motivation In Studying English, A Case Of Grade VIII Student At SMP N 1 Kayen In Academic Year 2022/2023. *BLAZE : Jurnal Bahasa Dan Sastra Dalam Pendidikan Linguistik Dan Pengembangan*, *1*(4), 14–23. https://doi.org/10.59841/blaze.v1i4.540